



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-3430 • (360) 753-7800 • TDD (360) 753-7809

REVISED BOARD MEETING AGENDA

*Bates Technical College, Clyde Hupp Conference Room
1101 S. Yakima Avenue, Tacoma 98505
April 11, 2001*

*Approximate
Times*

Tab

8:15 a.m. BOARD BREAKFAST & MEETING OVERVIEW (President's Conf. Room)
(No official business will be conducted at this time.)

9:00 a.m. **Welcome and Introductions**

- Bob Craves, HECB Chair
- President Brian Ebersole, Bates Technical College

CONSENT AGENDA ITEMS

Resolution 01-06

Adoption of January 2001 HECB Meeting Minutes **1**

Displaced Homemaker Program: Proposed Rules Changes **2**
(Resolution 01-07)

New Degree Programs for Approval

- Master of Social Work @ Everett and Yakima, EWU **3**
(Resolution 01-08)
- BS Dental Hygiene @ Shoreline CC and Pierce College, EWU **4**
(Resolution 01-09)
- BS Environmental Science, EWU Cheney **5**
(Resolution 01-10)
- BS Athletic Training, EWU Cheney **6**
(Resolution 01-11)
- BS Exercise Science, EWU Cheney **7**
(Resolution 01-12)
- BS Bioengineering, UW Seattle **8**
(Resolution 01-13)
- MA Hispanic Studies, UW Seattle **9**
(Resolution 01-14)
- MA Policy Studies, UW Bothell **10**
(Resolution 01-15)
- BA Urban Studies, UW Tacoma **11**
(Resolution 01-16)
- Executive MBA @ Bellevue, UW Seattle **12**
(Resolution 01-17)

9:30 a.m. PLANNING & POLICY COMMITTEE REPORT

Gay Selby, Committee Chair

- **Minimum Admissions Standards: HECB Admissions** **13**
Policy for Alternative Admissions
HECB staff briefing
(Resolution 01-18)
- **Postsecondary Opportunity & Achievement Among** **14**
Washington's Students
HECB staff briefing
(Resolution 01-21)

B R E A K

HECB 2001 Legislative Session Update **15**

COMMUNITY & TECHNICAL COLLEGES' PRESENTATION

DIRECTOR'S REPORT

PUBLIC COMMENT

ADJOURNMENT

12:00 noon LUNCH (Cascade Room)
(No official business will be conducted at this time.)

1:15 p.m. CAMPUS TOUR

If you are a person with disability and require an accommodation for attendance, or need this agenda in an alternative format, please call the HECB at (360) 753-7800 as soon as possible to allow sufficient time to make arrangements. We also can be reached through our Telecommunication Device for the Deaf at (360) 753-7809.

<i>Date</i>	<i>TENTATIVE LOCATION</i>
May 30 Wednesday	Eastern Washington University, Cheney Pence Union Building (PUB)
July 25 Wednesday	University of Washington, Tacoma UWT Conference Center
September 12 Wednesday	Washington State University, Pullman Junior Ballroom, Compton Union Building (CUB)
October 30 Tuesday	Cascadia Community College, Bothell Board Room (#260), Main Cascadia Bldg.
December 12 Wednesday	Gonzaga University Spokane

RESOLUTION NO. 01-06

WHEREAS, Dr. Frederick L. Campbell, Dean of Undergraduate Education at the University of Washington, has announced his retirement following 33 years of distinguished service to the institution, its students, and the state of Washington; and

WHEREAS, Following his appointment in 1967 as an Assistant Professor in the Sociology Department, Fred embarked on an academic career that established his reputation as a scholar and educator committed to quality education for students; and

WHEREAS, Fred's aforementioned commitment to quality education was evident through his receipt of numerous awards and professional honors, including: receiving the University of Washington Distinguished Teaching Award, being named for Distinguished Contributions to Undergraduate Sociology, and being awarded a prestigious Visiting Fellowship at the Nuffield College, Oxford University; and

WHEREAS, These numerous honors reflect Fred's vision and dedication to an academic culture that recognizes the interests of students and learning as a fundamental mission of the academy; and

WHEREAS, Fred has assisted the Board and its staff by providing valued counsel and advice on important matters of higher education policy and planning in a manner reflecting his values and vision of higher education;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board hereby expresses its appreciation, respect, and admiration for the contributions and legacy of Dr. Frederick L. Campbell to the higher education community and the state of Washington, and wishes him continued excellence in his future endeavors.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

MINUTES OF MEETING

January 24, 2001

April 2001

HECB Members Present

Mr. Bob Craves, Chair
Dr. Gay Selby, Vice Chair
Ms. Kristi Blake, Secretary
Mr. James Faulstich
Mr. Larry Hanson
Ms. Ann Ramsay-Jenkins
Mr. Herb Simon
Dr. Chang Mook Sohn
Ms. Pat Stanford

Welcome and Introductions

HECB chairman Bob Craves opened the meeting at 9 a.m. and started the round of Board introductions.

He announced the passing of former board member, friend and colleague, Frank “Buster” Brouillet, and read the Board’s resolution in Dr. Brouillet’s honor.

ACTION: **Jim Faulstich** raised the motion to approve **Res. 01-05**, honoring Dr. Frank Bouillet. **Larry Hanson** seconded the motion, which was unanimously approved.

Pres. Thomas “Les” Purce of The Evergreen State College spoke with pride about the history, students, programs, and future plans of Evergreen. As president, he oversees a \$70 million annual budget, approximately 300 full-time and part-time faculty, and more than 400 staff members and administrators. The Evergreen State College serves more than 4,000 students in Olympia, at a satellite campus in Tacoma, and a reservation-based program for Native American students at several locations around Puget Sound. Since opening its doors in 1971, Evergreen has received recognition from several national publications. More than 400 colleges and universities nationwide now model parts of their curricula on Evergreen’s innovative approach to interdisciplinary study in the arts and sciences.

Consent Agenda Items Approved

ACTION: **Larry Hanson** moved for approval of the consent agenda items which included: **Minutes of the HECB December 2000 meeting**, and **Resolutions 01-01 and 01-02**, adopting the Distance Learning Study, and revised Guidelines for Program Planning, Approval and Review. **Ann Ramsay-Jenkins** seconded the motion. The consent agenda items were approved unanimously.

Panel of Students from The Evergreen State College

Pres. Les Purce introduced three Evergreen students (Adolph Ludd, Jr, Saoirse McCaig, James Richardson, III) who spoke about their unique experience at the college and their career goals. The students praised Evergreen as a campus where students can freely voice their own opinions, and where students bring their own ideas to the class and truly learn from one another.

NSIS Everett Station Lease

Larry Hanson, chair of the Fiscal Committee, described the NSIS consortium as a cost-effective way of meeting the high-demand for access to higher education in rural areas. The Everett Station is the hub facility for the consortium where upper-division programs will be offered. Mr. Hanson credited Jim Reed, HECB associate director, for taking leadership in exploring this potential for providing access to students in rural areas.

Jim Reed provided background information on the project. In addition to the lease, the consortium is also requesting funds allocated to the HECB by the Legislature for tenant improvement in order to equip and furnish the Everett Station. Larry Marrs, Acting Director for the consortia, described the progress of the project.

ACTION: **Larry Hanson** moved for consideration of **Res. 01-03**, requesting approval for the lease of space at Everett Station and allocation of funds for tenant improvement. **Jim Faulstich** seconded the motion, which was unanimously approved.

CWU's Enrollment Strategies

Pres. Jerilyn McIntyre described CWU's current enrollment situation, which based on fall enrollments, will put Central 378 FTEs short of the state's budgeted target. She traced the shortfall to three major factors: larger than usual graduating class, decline in the number of two-year college transfers, and lower number of graduate students. To stabilize the situation, CWU has consulted with both the OFM and the HECB, and has submitted the following budget requests to OFM:

- Reduce CWU's budgeted enrollment by 397 FTEs, amounting to about \$1.9 million.
- Hold in reserve an amount not to exceed the reduction in the budget associated with the rebased enrollment (\$1.9 million)

- Allow Central to earn back these funds by identifying and implementing strategies to enhance enrollment.

Pres. Mc. Intyre acknowledged the helpful advice she received from Eastern Washington University in drawing up Central's enrollment recovery plan. The plan will follow the guidelines established by the Legislature in 1997 to help EWU bolster its declining enrollment. EWU earned back reserve funds by identifying actions that would result in additional enrollment growth. Central proposes a similar arrangement.

Ann Ramsay-Jenkins expressed hope that CWU's enrollment strategies would include early plans for recruitment at the two-year colleges. She also would like to hear about program evaluation and elimination.

Gay Selby and Bob Craves raised questions about Central's centers of learning, including how they fit in with CWU's mission. Pres. McIntyre responded that the centers are important for outreach to place-bound students. They have a unique niche and provide different types of services. However, she agreed that there is a need to reevaluate the centers.

Chang Mook Sohn commented that instead of trying to maximize or increase the number of students, one other way to go would be to try to optimize capacity; make the most of what is there and focus on quality.

Jim Faulstich requested staff discussion at some future time to help the Board understand the dynamics involved in the current system of funding education. For instance, is funding based on FTEs fair, he asked.

Barriers to Student Learning

Jim Reed and Elaine Jones, associate directors, described the process of identifying barriers to student learning and institutional responsiveness. A workgroup has been formed and meetings have been held all over the state, lists of barriers have been compiled and possible solutions identified. The barriers have now been organized into a classification framework consisting of four categories. Within each category, each identified solution is assessed as to having a fiscal impact or requiring a change in policy or law. Additionally, action(s) taken, or to be taken for each obstacle is summarized. Discussion with stakeholders is now underway on developing a prioritized plan for addressing obstacles and devising corrective action. A final report to the Board presenting priorities and recommendations is planned for May 2001.

Gay Selby expressed her appreciation for the work that has gone into this process which "has far exceeded expectations." She suggested that this kind of thorough review should be conducted periodically. Mr. Gaspard assured her that this is indeed intended to be an ongoing project.

Bob Craves voiced his concern about undocumented students, and asked whether lack of citizenship is serving as a barrier to these students. Ms. Jones confirmed that lack of citizenship is on the list of identified barriers and that the corrective action suggested was to confer with the office of the Attorney General. Becki Collins, director for educational services, stated that while

citizenship appears to be a requirement for federal aid, it is not clear at this point whether it is also required for enrollment. This is an issue that staff is continuing to research and analyze. Ann Ramsay-Jenkins stated that undocumented students should be helped to quickly get their citizenship.

Governor's 2001-03 Budget

Marty Brown, executive director for the Office of Financial Management, and deputy director, Wolfgang Opitz, described the major points of the Governor's 2001-03 budget proposal, specifically his higher education priorities. Higher Education received a 10.3 percent increase (\$263.1 million) in general fund spending for the two-year biennium, with Gov. Locke's priorities generally following HECB recommendations.

Significant highlights of the Governor's budget include:

- authority given to governing boards to increase tuition by up to 10 percent per biennium but not more than 40 percent in consecutive 6 years; and no caps for graduate/professional and non-resident student tuition
- 1,500 FTEs for high-demand enrollment for distribution by the HECB
- \$9.0 million for State Need Grant and \$8.0 million for Promise Scholarship (no added funding for State Work Study)
- general faculty and staff salary increases at 2.2 /2.5 percent, with 3.7/2.6 percent for community and technical college faculty covered by Initiative 732
- creation of a technology institute at UW Tacoma.

Legislative Updates

Bruce Botka, director for government affairs, provided an overview of the legislative session. He mentioned that fewer bills have been introduced in this session probably because of fiscal limitations.

Gay Selby reminded that the HECB has a long-standing policy on tuition, noting that the Governor's proposal and COP's policy paper "are a long ways away from our position." In her talks with legislators, three issues have surfaced: affordability, financial aid, and predictability. She requested a more in-depth analysis of the Governor's recommendations, specifically the impact of some of the proposals.

Mr. Gaspard said that staff would continue to communicate to the Legislature HECB's stand for shared benefit and shared accountability, including flexibility and the state's responsibility for financial aid. Ms. Ramsay-Jenkins suggested that staff analysis should include the sustainability of financial aid if institutions are going to be responsible for it.

Teacher Quality and Development

Elaine Jones provided background information on current and future issues influencing teacher preparation and development. Twenty-two teacher preparation programs currently operate in the state and prepare teachers for certification at the undergraduate, post-baccalaureate or master's degree level. All 22 programs have recently undergone substantive revisions in support of K-12

reform, including re-designing the programs based on the State Board of Education's new performance based program approval standards. Also, residency certificates now replace the former initial certificate as the requirement to enter the teaching profession. Concurrently, the professional certificate replaced the continuing certificate, a requirement for continuing employment.

Ms. Jones was joined by a panel of education deans from both public and private colleges and universities (list attached) who discussed with the Board major issues and barriers to having a qualified teacher in every classroom. Some of the key issues that the panelists addressed were:

- incorporating K-12 teaching and learning goals in teacher preparation programs.
- recruitment and retention of students of high ability into the program.
- partnerships and articulation agreements with K-12, community colleges, WEA, etc.
- balancing supply and demand for educators.

Jim Faulstich requested a broad picture look at this subject, specifically economic analysis of both education and supply. He suggested establishing a baseline of where teacher preparation is right now in order to determine how we are doing in this area. Some specifics to consider: what are the ratios we are seeing? What are our special needs? How much does it cost? What is the attrition rate?

Reciprocity Agreements

The HECB is required by law to report every two years on the state's reciprocity agreements with Idaho, Oregon and British Columbia. Reciprocity agreements allow residents of a participating state to attend college in another state at reduced tuition rates. Patty Mosqueda, Policy Associate, reviewed the current status of reciprocity agreements and discussed other student exchange arrangements which are available to institutions without state level involvement.

Washington/British Columbia – formal agreements are no longer in place but institutions on both sides of the boarder continue to grant reciprocity status to a few students who are finishing their programs of study.

Washington/Idaho – will likely continue state-level agreements in the future, but in a reduced scope.

Washington/Oregon - reciprocity through state-level agreements will be terminated at the end of the existing 1999-2001 agreements. However, Oregon has indicated that exchange agreements for out-of-state students will continue through the Western Undergraduate Exchange (WUE), and Portland State University will provide scholarships covering a portion of nonresident tuition for some border county residents. In addition, Washington residents will continue to pay in-state tuition at Oregon community colleges and at Portland State University and Oregon Institute of Technology if taking eight credits or less.

In summary, states are moving away from formal reciprocity agreements while continuing to participate in other exchange programs, such as WUE, and continuing to use tuition waivers for selected non-resident students in neighboring states.

Doctoral Degree-granting Authority

Elaine Jones discussed the laws, policies, and key issues relating to the branches and comprehensive institutions, and doctoral degree-granting authority. Under current law, only the two state research institutions (University of Washington and Washington State University) are authorized to offer doctoral degrees. State law specifically limits the four comprehensive institutions up to master's level degrees only, and current HECB policy specifically prohibits comprehensives from offering doctorate degrees. As to branch campuses, HECB policy limits doctoral degrees to the main campuses of the UW and WSU with the exception that this may be granted to branches "...in rare instances when extraordinary circumstances arise."

Eastern Washington University is requesting authority from the Legislature to offer a Doctor of Physical Therapy. Washington State University will soon be requesting approval from the HECB to offer a Doctor of Education at its branch campuses, with plans to offer a few other practice-oriented doctoral degrees at the branches.

Elaine Jones then proceeded to discuss the difference between professional or practice-oriented doctoral programs (Ed.D. and DPT) from research-oriented doctoral programs (Ph.D.); the key considerations to changes in HECB policy regarding doctoral degrees; and various options open for branch campuses and comprehensive institutions.

Gay Selby elaborated on the options open to the Board. For comprehensives, the choice is to let the Legislature micromanage the process degree by degree, or the HECB can take a policy action. At the branch campuses, her suggestions if to specify that professional, practice-oriented doctoral degrees will be considered for approval based on criteria that will not be as limiting as our current policy.

Board comments

Jim Faulstich concurred that the board needs to be responsive to EWU's plans, but reminded that the HECB will need to have a review process. As to the branch campuses, he believes that there must be strict ruling in place. Pat Stanford's only concern is that the quality of degrees may suffer if there are so many of them. Bob Craves thinks there should be a much easier way for students to get a doctorate in education. Kristi Blake thinks the proposed change is about two years late and that the HECB should take the initiative rather than wait for the Legislature's action. The Board has not been aggressive enough on this issue.

Bob Craves concurred that the HECB should act swiftly, put a package together and let the Legislature know where the HECB stands on the issue. He quickly took a straw vote on his proposal and received an affirmative vote from each of the members. Gay Selby proposed to leave the matter to the executive director and staff.

Comments from institutional representatives

- Peter Dual elaborated on the reasons why EWU should have a doctorate degree in Physical Therapy.
- Fred Campbell stated that the UW has no objection to the proposal for comprehensives to offer doctoral degrees as long as these are the practice-oriented or professional kind. Additionally, three factors should be considered for approval: it should arise out of a community need, it must be a quality degree, and it must be compatible to the institution's mission. The HECB should be involved in assessing the need and the value to ensure that programs are as strong as possible.
- Jane Sherman hoped that the change in policy would not be limited to professional/practice-oriented degrees. She would not discount the possibility that WSU would wish to offer research-oriented degrees at its branches at some future time.
- Dave Dauwalder expressed Central's support for EWU's effort. Although CWU has no intention of pursuing a doctorate degree at this time, they are glad to have this opportunity open down the road. He mentioned that CWU deans however, are concerned that the institutions will be competing for very limited resources.

Marc Gaspard said that if the Legislature approves EWU's plan, the HECB will probably remain neutral, but will subsequently apply the policy more broadly.

Standard Admission Tests (SATs) and Minimum Admissions Standards

Jim Faulstich asked staff to bring back a proposal to the Board allowing students who do not take the Standard Admission Tests (SAT), or who fail to pass it, to be eligible for admission within the 15 percent alternative band granted to public institutions. The HECB should quickly make sure that passing the SAT does not become an impediment, especially for minority students.

Dr. Selby assured him that staff and the Policy Committee would work on a proposal for the Board's consideration and action at the next meeting in April.

Director's Report

Marc Gaspard reported that although GET sales are down, the numbers are anticipated to rise with the impending tuition increases. The GET committee has adopted a savings plan that will complement the current program. A GET bill will be introduced to change the rules.

He reminded the Board of the retreat planned for February 28.

Meeting was adjourned at 3:30 p.m.

RESOLUTION NO. 01-01

WHEREAS, The Legislature directed the Higher Education Coordinating Board (HECB) in EHB 2952 to provide it with information that would permit informed decision-making about distance education in our state; and

WHEREAS, The HECB has worked in conjunction with the State Board for Community and Technical Colleges, the Office of Financial Management, and state public colleges and universities to prepare the distance learning study; and

WHEREAS, HECB staff have collected data to establish the scope and manner of current distance education activities at public higher education institutions as well as the financing of distance education in Washington; and

WHEREAS, The study also examines the impact of distance education on students and faculty; and

WHEREAS, The study considers the implications of distance education on facility use and capital budgeting;

THEREFORE, BE IT RESOLVED, That the Board adopts the distance learning study and directs staff to forward it to the Legislature.

Adopted:

January 24, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-02

WHEREAS, RCW 28B.80.340 assigns to the Higher Education Coordination Board the responsibility for approving new degree programs to be offered by the public four-year institutions; and

WHEREAS, RCW 28B.80.340 assigns to the Higher Education Coordinating Board the responsibility for reviewing, evaluating, and making recommendations for the modification, consolidation, initiation, or elimination of existing degree programs offered by the public four-year institutions; and

WHEREAS, The Higher Education Coordination Board's *Guidelines for Program Planning, Approval, and Review* were last revised in 1998; and

WHEREAS, The existing *Guidelines* include a commitment to review the process frequently in order to continuously improve efficiency, streamline efforts, and incorporate policy changes and initiatives adopted by the Board;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the document *Guidelines for Program Planning, Approval, and Review*, effective January 24, 2001.

Adopted:

January 24, 2001

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

RESOLUTION NO. 01-03

WHEREAS, Pursuant to RCW 28B.80.340(5), the North Snohomish, Island, Skagit Counties (NSIS) Higher Education Consortium (comprised of the University of Washington, Washington State University, Central Washington University, Western Washington University, Eastern Washington University, Edmonds Community College, Everett Community College, and Skagit Valley College) has requested the Higher Education Coordinating Board (HECB) to approve the lease of space at the City of Everett's Everett Station to provide upper-division program offerings; and

WHEREAS, The North Snohomish, Island, Skagit Counties Higher Education Consortium has requested the Higher Education Coordinating Board to allocate funds appropriated to the HECB by the Legislature for tenant improvements at the Everett Station in order to equip and furnish the spaces to be occupied by the NSIS Consortium at the Everett Station; and

WHEREAS, The HECB has reviewed the terms and conditions of the proposed lease of the Everett Station and the intended uses of the aforementioned tenant improvement funds and finds that such terms, conditions, and intended uses of funds is consistent with Board policy and Legislative intent;

THEREFORE, BE IT RESOLVED, That the HECB hereby approves the requested lease of space at the Everett Station by the NSIS Consortium and further approves the allocation of funds appropriated to the HECB for tenant improvements at the Everett Station, *provided* that such funds will be used solely for the acquisition of equipment and furnishings of the spaces to be occupied by the NSIS Consortium members at the Everett Station.

Adopted:

January 24, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-04

WHEREAS, The Washington State Higher Education Coordinating Board is directed by statute to submit by January of odd-numbered years a report on reciprocity between Washington and Idaho, Washington and British Columbia, and Washington and Oregon; and

WHEREAS, The report outlines the history and current status of reciprocity agreements, including the intention of British Columbia and Oregon to discontinue reciprocity; and

WHEREAS, The report reviews other student exchange opportunities, in addition to reciprocity available to Washington residents and residents of neighboring states;

THEREFORE, BE IT RESOLVED, That the Washington State Higher Education Coordinating Board adopts the "2001 Report on Reciprocity Agreements and Other Student Exchange Options" and directs that the report be transmitted to the Governor and appropriate committees of the Legislature.

Adopted:

January 24, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-05

WHEREAS, On January 20, 2001, our friend and colleague, Dr. Frank “Buster” B. Brouillet, passed away after a long and courageous battle with leukemia; and

WHEREAS, Buster has served the state of Washington with distinction for nearly a half-century; and

WHEREAS, He began his career in public service by being elected to the House of Representatives in 1956 where he served 16 years in various leadership capacities and helped to create the community college system; and

WHEREAS, In 1972, he was elected Superintendent of Public Instruction for Washington State and served 16 years; and

WHEREAS, After retiring from elective office in 1989, he served for five years as president of Pierce College, where he shepherded the growth and expansion of the college on two campuses; and then served as director of the Education Program at the University of Washington, Tacoma; and

WHEREAS, In the year 2000, he had just completed two terms of service as a member of the Higher Education Coordinating Board; and

WHEREAS, As one of our state’s finest leaders, Frank Brouillet leaves a legacy of creating educational opportunities for all;

THEREFORE, BE IT RESOLVED, That the members and staff of the Higher Education Coordinating Board extend their sympathy and condolences to the family of their good friend and colleague, Dr. Frank “Buster” Brouillet.

Adopted:

January 24, 2001

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

Ann Ramsay-Jenkins

Kristianne Blake, Secretary

Herb Simon

Jim Faulstich

Chang Mook Sohn

Larry Hanson

Pat Stanford

Certified by: Marc Gaspard

DISPLACED HOMEMAKER PROGRAM

Proposed Rule Changes

April 2001

BACKGROUND

On December 6, 2000, the Board adopted rule changes for the Washington State Displaced Homemaker Program (WAC 250-44). Since then, a couple of technical errors have been discovered and corrected in accordance with Washington State Rule-making Procedures.

BOARD ACTION

The Board is asked to adopt permanent rules amending the Washington State Displaced Homemaker Program.

RESOLUTION NO. 01-07

WHEREAS, The Higher Education Coordinating Board adopted rule changes for the Washington State Displaced Homemaker Program on December 6, 2000; and

WHEREAS, Technical errors were discovered; and

WHEREAS, The errors have been corrected in accordance with the Washington State Rule-making Procedures;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts as permanent rules the changes proposed to Washington Administrative Code 250-44-100; 250-44-110; 250-44-120.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

MASTER OF SOCIAL WORK

Eastern Washington University at Everett and Yakima

April 2001

EXECUTIVE SUMMARY

INTRODUCTION

Eastern Washington University is seeking Higher Education Coordinating Board (HECB) approval to offer the Master of Social Work (MSW) in Everett and Yakima for new cohorts of students. For several years, Eastern has offered this graduate program in several off-campus locations across the state as needed by local communities.

PROGRAM NEED

The HECB granted “pre-approval” status to both MSW programs in March 2000. The HECB approved the Everett program for one student cohort in 1998. The program will soon graduate about 50 students. The Yakima program, which received approval for one student cohort in 1994, is the result of a long development process between EWU and Heritage College.

EWU has demonstrated that student interest and employer demand for the MSW will continue to be keen at both locations. Specifically:

1. The School of Social Work has received numerous requests from prospective students at both locations and social service agencies inquiring about beginning dates for new student cohorts.
2. According to the U.S. Bureau of Labor Statistics, human service workers are projected to be the second fastest-growing occupation through 2015.
3. In industry meetings and focus group interviews, strong support existed for bringing the MSW to Everett and Yakima.
4. While the bachelor's in social work has been sufficient for entry into the profession, the master's degree is becoming the preferred preparation due to the complex and multiple problems that social workers must help resolve.

PROGRAM DESCRIPTION

The Master of Social Work prepares professional social workers who can direct the efforts of other social workers and work independently to help individuals solve problems. Students are required to complete 90 credits, taken on a part-time basis over 12 consecutive quarters. In addition, students complete two field placements: a foundation placement and an advanced placement. The program of study allows students to apply their advanced skills and knowledge within four fields of practice: 1) children, youth, and families; 2) health; 3) mental health; and 4) aging.

The Everett program is designed to accommodate a single cohort of 45 students while the Yakima program is designed to accommodate a single cohort of 40 students. Both programs are tailored for working adults who can attend courses in the evening.

Existing faculty and support personnel will support the programs as part of their regular load. Program directors at both locations will be responsible for coordinating field placements and student advising. Library resources will be provided in several ways, including computer library terminals at both locations and the Telnet state university library system.

ASSESSMENT AND DIVERSITY

The assessment plan for the MSW programs was designed to meet the requirements of the professional accrediting association, the Council on Social Work Education (CSWE). Students are assessed in each class, in both the foundation and advanced practicum placements. Additionally, students take an oral examination before a panel of faculty representing EWU's Graduate School.

The MSW staff report that EWU's School of Social Work is actively committed to recruiting and retaining students and faculty of color. Program promotional materials focus specifically on recruiting persons of color. MSW staff members recruit minority social service workers in Everett and Yakima. Local advisory committees have been established to help underrepresented populations participate successfully in the program.

REVIEW PARTICIPANTS

Since the proposed MSW programs represent only a modification in the delivery of EWU's on-campus MSW, an external review was not required. The proposals were shared with the other public baccalaureate institutions. The University of Washington indicated that the programs will not impact or conflict with any of its proposed programs.

PROGRAM COSTS

The MSWs will be supported by internal reallocations. At full enrollment the Everett program will serve 46 student FTE and the Yakima program will serve 42 student FTE. The cost per FTE student in the Everett program is estimated to be about \$2,800, while the cost per FTE student in the Yakima program is estimated to be about \$3,200.

STAFF ANALYSIS

These off-campus programs provide needed professional development opportunities to placebound social workers in Everett and Yakima, and have been consistently attractive to students. Both programs are supported by on-campus faculty to ensure that instructional quality is equivalent to that of the on-campus program, but the schedules are tailored to meet the needs of working adults.

RECOMMENDATION

The Eastern Washington University proposal to offer the Master of Social Work in Everett and Yakima for new cohorts of students, beginning in fall 2001 in Everett, and winter 2001 in Yakima, is recommended for approval, effective April 2001.

RESOLUTION NO. 01-08

WHEREAS, Eastern Washington University is requesting approval to offer the Master of Social Work in Everett and Yakima for new cohorts of students; and

WHEREAS, The programs will provide the only Master of Social Work for placebound individuals in Everett and Yakima; and

WHEREAS, The program addresses the increasing demand for social workers in the public and private sectors; and

WHEREAS, the curriculum, resources, and assessment and diversity plans are suitable for programs of this nature; and

WHEREAS, The costs are reasonable for offering these graduate programs;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves Eastern Washington University's request to offer the Master of Social Work in Everett and Yakima for new cohorts of students, beginning in fall 2001 in Everett, and winter 2001 in Yakima, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

BACHELOR OF SCIENCE IN DENTAL HYGIENE

Eastern Washington University

at Shoreline Community College and Pierce College

April 2001

EXECUTIVE SUMMARY

INTRODUCTION

Eastern Washington University is seeking Higher Education Coordinating Board authority to offer a Bachelor of Science in Dental Hygiene degree completion program, beginning fall 2001 at Shoreline Community College, and fall 2002 at Pierce College. Students who have graduated from either of these institutions with an Associate Degree in Applied Science in Dental Hygiene will be able to complete their BS in Dental Hygiene from EWU. Courses for the programs will be delivered to Shoreline and Pierce either conventionally through face-to-face contact or electronically.

PROGRAM NEED

Results of a survey of dental hygienists in the Puget Sound area show support for a degree completion program that would improve their chances of employment or help them advance in their current positions. The proposed programs will benefit dental hygienists in the region and state residents by producing graduates who can provide critical care services. These services include:

- community-based programs providing oral care to the developmentally disabled, elderly, poor, immigrants, and migrant farm workers;
- preventive dental programs for patients undergoing radiation treatment; and
- teaching in dental hygiene programs.

According to the American Dental Education Association, “dental education is now in crisis due to the retirement of existing educators. There will be a shortage of faculty to meet the educational demands of students as well as to make scientific advancements for the improvement of oral health.” The addition of EWU’s bachelor degree programs at Shoreline and Pierce will help address this need.

PROGRAM DESCRIPTION

The BS in Dental Hygiene is designed to broaden the educational experiences of students by providing a strong liberal arts general education component, including critical thinking, analysis, writing, researching, and reporting skills. The BS program will help students gain a perspective on social, political, and economic issues; understand other cultures; and develop a personal philosophy in order to make ethical judgements.

The program of study requires completion of 61 upper-division credits from EWU. Embedded in the curriculum are activities and assignments designed to develop skills in the expanded roles for dental hygienists – as educator, administrator/manager, researcher, consumer advocate, and change agent.

As part of the program, participating students also are required to identify the needs of a given target community population and then design, implement, and assess the outcomes of an oral health project within this population. Program graduates must successfully complete the national board written exam and the regional and state practical licensing exams.

EWU and the two participating institutions will have a memorandum of understanding that governs their partnerships. In accordance with the memorandum, the three institutions will share resources to support the two BS in Dental Hygiene programs. Each program will serve 25 FTE students. It is expected that full-time students will complete the EWU program in four quarters; part-time students may take up to eight quarters to complete the program.

ASSESSMENT AND DIVERSITY

EWU's BS in Dental Hygiene is accredited by the American Dental Association's Commission on Dental Accreditation. The program has instituted exemplary assessment and diversity plans that will serve students and the program well. In addition, advisory committees will periodically review the program and surveys of graduates and their employers. Finally, programs are in place to recruit qualified students from under-represented groups. Both programs are highly committed to expanding the diversity of their dental hygiene programs.

REVIEW PARTICIPANTS

Because the dental hygiene program is currently offered on campus, an external review was not required. The proposal was shared with the other baccalaureate institutions. No comments were received.

PROGRAM COSTS

Both programs will be supported by new state funds. At full enrollment, each BS in Dental Hygiene program is estimated to cost about \$57,800 per year, or about \$2,300 per FTE student. The cooperative design of the programs enables the three partnering institutions to leverage state resources in what historically has been a high cost health-related program.

STAFF ANALYSIS

The proposal is based on need for baccalaureate level dental hygienists in the Puget Sound region. Student interest for the BS in Dental Hygiene is keen and resources are sufficient to support a quality program. The proposal represents a collaborative effort among three public institutions to leverage state resources to meet citizen demand.

RECOMMENDATION

The Eastern Washington University request to offer a Bachelor of Science in Dental Hygiene degree completion program, beginning in fall 2001 at Shoreline Community College and fall 2002 at Pierce College, is recommended for approval, effective April 2001.

RESOLUTION NO. 01-09

WHEREAS, Eastern Washington University is requesting approval to offer a Bachelor of Science in Dental Hygiene degree completion program, beginning in fall 2001 at Shoreline Community College, and in fall 2002 at Pierce College; and

WHEREAS, The programs are responsive to needs for baccalaureate level oral health-service providers and educators; and

WHEREAS, Student interest in the programs is keen; and

WHEREAS, Resources are sufficient to support quality programs; and

WHEREAS, The programs represent collaborative efforts among three public institutions to leverage state resources to meet citizen demand;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Eastern Washington University request to offer a Bachelor of Science in Dental Hygiene degree completion program, beginning in fall 2001 at Shoreline Community College, and in fall 2002 at Pierce College, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE

Eastern Washington University

April 2001

EXECUTIVE SUMMARY

INTRODUCTION

Eastern Washington University is seeking Higher Education Coordinating Board (HECB) approval to offer a Bachelor of Science in Environmental Science, beginning in fall 2001. For many years EWU has offered a popular minor in environmental studies and popular options in environmental biology, environmental geology, and environmental chemistry.

PROGRAM NEED

The HECB granted “pre-approval” status to environmental science in March 2000. Need for the proposed program is demonstrated by:

- Regional needs assessments;
- State and federal environmental policies;
- Occupational forecasts prepared by the U.S. Bureau of Labor Statistics; and
- Continuing deterioration of environmental quality in the regions.

No public or private institution in eastern Washington offers a BS in Environmental Science. Although several programs are offered in western Washington, they are not realistic options for placebound individuals in the eastern part of the state.

PROGRAM DESCRIPTION

The proposed BS in Environmental Science is based primarily on existing courses in several departments. The degree requirements include completion of a common core, an area of concentration, an internship, and a capstone experience. Instructional methods will vary from lecture to lab and Web-based delivery.

The program is designed for students interested in a strong foundation in scientific disciplines related to environmental issues. Graduates will be well-prepared to enter either the workforce or graduate school where they will be able to contribute to the study and solution of environmental problems.

At full enrollment, the program will serve 50 FTE students. It is expected that full-time students will complete the program in four years. The program would be supported essentially through existing resources.

ASSESSMENT AND DIVERSITY

The BS in Environmental Science has exemplary assessment and diversity plans that will serve students and the program well in measuring student learning outcomes and program effectiveness, and recruiting and retaining a diverse student body. The assessment plan outlines expected student learning outcomes and related methodologies to evaluate student progress in achieving those outcomes. The diversity plan identifies the various strategies and resources that will be employed to promote student diversity.

REVIEW PARTICIPANTS

The three external reviewers shared positive and enthusiastic comments and suggested a few ways to strengthen the program. Eastern incorporated those suggestions accordingly.

Dr. Ernest Gladney, Group Leader
Environmental Safety and Health Division, Air Quality Group, Los Alamos National Laboratory

Dr. Jeffrey Knot, Senior Geologist
Real Estate, Remediation, and Mining Operations, Unocal/Union 76 Corporation

Dr. James Pratt, Vice Provost
Academic Personnel and Budget; Professor of Environmental Science, Portland State University

The other public baccalaureate institutions also reviewed the proposal. The University of Washington congratulated Eastern on its efforts in putting together the proposal. Western Washington University noted that there has been considerable growth in state environmental science degree programs within the last four years.

PROGRAM COSTS

The proposed program would be supported through internal reallocation and revenues generated from student tuition. At full enrollment, the BS in Environmental Science is estimated to cost about \$155,000 per year, or about \$3,100 per FTE student.

STAFF ANALYSIS

This proposal would give Eastern a new degree program, which should be popular with people and employers in the region. The university has demonstrated student interest and occupational demand for establishing the BS in Environmental Studies. In addition, it also has demonstrated that the proposed program would be supported by sufficient resources to ensure quality teaching and learning. Finally, the costs associated with the program are reasonable.

RECOMMENDATION

The Eastern Washington University proposal to establish a Bachelor of Science in Environmental Science, beginning in fall 2001, is recommended for approval, effective April 2001.

RESOLUTION NO. 01-10

WHEREAS, Eastern Washington University proposes to establish a Bachelor of Science in Environmental Science, beginning in fall 2001; and

WHEREAS, The program will be attractive to both students and employers; and

WHEREAS, The program of study, resources, and assessment and diversity plans are suitable; and

WHEREAS, The external reviews attest to the need and quality of the program; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves Eastern Washington University's proposal to establish a Bachelor of Science in Environmental Science, beginning in fall 2001, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

BACHELOR OF SCIENCE IN ATHLETIC TRAINING

Eastern Washington University

April 2001

EXECUTIVE SUMMARY

INTRODUCTION

Eastern Washington University is seeking Higher Education Coordinating Board approval to offer a Bachelor of Science in Athletic Training, beginning in fall 2001. The proposal expands EWU's existing option in athletic training into a major. The major is designed for those students who are interested in becoming certified athletic trainers.

PROGRAM NEED

The Higher Education Coordinating Board granted "pre-approval" status for this program in March 2000. The program's goals and objectives would reinforce Eastern's mission to prepare broadly educated, technologically proficient, and highly productive citizens to attain meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse society.

The program would address four important needs:

1. Prepare individuals to perform as competent certified athletic trainers;
2. Respond to the increasing demand for certified athletic trainers at K-12 schools, colleges, health clubs, and clinics;
3. Provide greater access to an "accredited" bachelor's program in athletic training; and
4. Prepare individuals to continue their education at the graduate level.

PROGRAM DESCRIPTION

The program of study for the BS in Athletic Training consists of 150 credits, including broad background in anatomy and physiology, kinesiology, and measurement and evaluation. Included in the 150-credit requirement are 39 credits related to athletic training, with 12 clinical rotation credits offering 800 hours of practical experience.

The program provides a learning environment in which students can enhance their talents, training, and practical experience through education and research in prevention, evaluation, management, and rehabilitation of injuries. The program also incorporates contemporary and traditional technologies, and emphasizes critical thinking and collaborative work with peers and allied health-care professionals.

The program would serve 67 FTE students. It is anticipated that full-time students would complete the program in two or four years, assuming appropriate prerequisites have been met for transferring students. The program would be delivered via traditional lecture classes, but also would use technology. A reallocation of existing faculty and support resources essentially would support the program.

ASSESSMENT AND DIVERSITY

The proposal outlines the expected student learning outcomes, program goals and objectives, and evaluation techniques. The capstone course includes a mock written and practical examination resembling that given by the National Athletic Trainer's Association Board of Certification, class discussions and presentations of current issues in the field, and a program exit interview.

The proposal reports that Eastern is committed to recruiting and retaining students, faculty, and staff of color, those with disabilities, and those belonging to traditionally underrepresented groups. The Office of Disability Support Services assists students with special needs and offers a variety of academic support services. Similarly, the African American, American Indian, Chicano Education, and Women's Studies programs offer support services to their respective client groups. To assist working and non-traditional students, Eastern offers on-campus day care and the HOME program (Helping Ourselves Means Education). Finally, the Ronald McNair Post-Baccalaureate program helps students from low-income underrepresented groups to prepare for graduate school through supervised research with faculty members.

REVIEW PARTICIPANTS

The BS in Athletic Training is designed to meet the accreditation standards established by the National Athletic Trainer's Association and the Commission on Accreditation of Allied Health Education Programs. In seeking accreditation status, the BS in Athletic Training is undergoing extensive external review by the accrediting associations' Joint Review Committee.

The proposal was reviewed by the other public baccalaureate institutions. The University of Washington and Western Washington University shared their support for the proposal and its implementation.

PROGRAM COSTS

The Bachelor of Science in Athletic Training will be supported through internal reallocations, special course fees, and external grants and donations. For the purpose of estimating the cost per FTE student for the athletic training major, the tuition and state support figures from the 1999-2000 school year were used, or about \$2,797 per FTE student.

STAFF ANALYSIS

The proposal would expand an existing option into a new major. It should be popular among students and employers. The program of study will provide students with a solid preparation for athletic training careers or graduate school. Finally, the resources are adequate and the program costs are reasonable.

RECOMMENDATION

The Eastern Washington University proposal to establish a Bachelor of Science in Athletic Training, beginning in fall 2001, is recommended for approval, effective April 2001.

RESOLUTION NO. 01-11

WHEREAS, Eastern Washington University has requested approval to establish a Bachelor of Science in Athletic Training, beginning in fall 2001; and

WHEREAS, The program will be attractive to students and employers; and

WHEREAS, The curriculum will provide students with strong preparation for athletic training careers or graduate school; and

WHEREAS, The resources are adequate and the program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Eastern Washington University proposal to establish a Bachelor of Science in Athletic Training, beginning in fall 2001, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

BACHELOR OF SCIENCE IN EXERCISE SCIENCE

Eastern Washington University

April 2001

EXECUTIVE SUMMARY

INTRODUCTION

Eastern Washington University is proposing to establish a Bachelor of Science in Exercise Science, beginning in fall 2001. This new major will replace EWU's existing option in exercise science. A specific articulation agreement has been developed between Spokane Falls Community College and their Associate in Applied Science Health Fitness Technology degree program. Other community colleges are also interested in pursuing articulation agreements with EWU for this new program.

PROGRAM NEED

The Higher Education Coordinating Board granted "pre-approval" status for this program in March 2000. The program's goals and objectives would support the primary mission of EWU: preparing broadly educated, technologically proficient, and highly productive citizens to attain meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse society.

The following factors support the need to establish a BS in Exercise Science at EWU:

1. A strong demand exists for fitness/wellness coordinators. More than half of all midsize and large companies offer work-site health promotion activities.
2. Health promotion is part of the national agenda to curb health care costs and help Americans live longer and healthier lives.
3. Heart disease is still the number one killer of all Americans. Primary and secondary prevention of heart disease is at the core of all exercise science programs.
4. Hospitals, HMOs, and health care clinics are increasingly hiring exercise specialists to provide programs for their employees and clients.

Gonzaga University offers an undergraduate program in exercise science with a focus similar to the proposed EWU program, but it attracts a different audience. Washington State University also offers an undergraduate program, but its focus is not similar to the proposed EWU program.

PROGRAM DESCRIPTION

The field of exercise science is the study of how the human body reacts to exercise. It covers the life span from children to the elderly, because exercise is an essential component to maintain a high quality of life across the life span.

EWU's 90-credit program of study follows the accreditation guidelines established by the North American Society of Pacing and Electrophysiology. Students in the program are expected to acquire competencies in seven areas.

1. Scientific foundation
2. Exercise prescription for normal and special populations
3. Health promotion
4. Administrative tasks
5. Human relations
6. Professional development
7. Practical experience

The program is designed to accommodate 70 FTE students. Over the years, EWU's exercise science option has served 50 to 60 FTE students. Existing resources essentially would support the program. Full-time students would be able to complete the program in four years.

ASSESSMENT AND DIVERSITY

The proposal includes assessment and diversity plans that are well-suited for a program of this nature. Appropriate assessment measures will be used to evaluate program effectiveness, student learning outcomes, and faculty performance. Appropriate strategies will be employed to recruit and retain a diverse student body.

REVIEW PARTICIPANTS

The BS in Exercise Science was reviewed by two external reviewers: Dr. Tina Geithner, Associate Professor in Exercise Science at Gonzaga University and Dr. Keith Hennen, Professor in Exercise and Sport Science at the University of Utah. The proposal also was reviewed by the other public baccalaureate institutions. The external reviewers provided several suggestions to strengthen the proposed program. Western Washington University noted a concern related to the number and type of faculty that would support the program. Eastern Washington University provided follow-up information to alleviate that concern.

PROGRAM COSTS

The program would be supported through internal reallocations and external grants and donations. For the purpose of figuring the cost per FTE student for the exercise science major, the tuition and state support figures from the 1999-2000 school year were used – \$2,797 per FTE student.

STAFF ANALYSIS

The proposal would elevate an existing option in exercise science at EWU to a new major. It should be attractive to students and employers. The BS in Exercise Science proposal demonstrates student interest, occupational demand, and adequate resources to support a quality program. The costs associated with the new major are reasonable.

RECOMMENDATION

The Eastern Washington University proposal to establish a Bachelor of Science in Exercise Science, beginning in fall 2001, is recommended for approval, effective April 2001.

RESOLUTION NO. 01-12

WHEREAS, Eastern Washington University has requested approval to establish a Bachelor of Science in Exercise Science, beginning in fall 2001; and

WHEREAS, The program appears to be popular among students and employers; and

WHEREAS, The curriculum and resources are sufficient to serve student needs; and

WHEREAS, The external reviews attest to the need and adequacy of the program; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Eastern Washington University proposal to establish a Bachelor of Science in Exercise Science, beginning in fall 2001, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

BACHELOR OF SCIENCE IN BIOENGINEERING

University of Washington

April 2001

INTRODUCTION

The University of Washington is seeking Higher Education Coordinating Board approval to establish a Bachelor of Science in Bioengineering. The proposed program will replace the UW's existing Interdisciplinary Program in biomedical engineering. Students who complete the program will be prepared for work in industry, academia or graduate studies.

PROGRAM NEED

Bioengineering or biomedical engineering is a lucrative career choice for individuals in Washington. The existing and increasing number of biotechnology firms in Washington and across the nation demonstrate need for the proposed BS in Bioengineering. According to the Washington Biotechnology and Biomedical Association (WBBA), 250 companies in Washington focus on either biotechnology or the development of biomedical devices. In 1999, biomedical industries employed 15,000 workers in the state. Over half of these industries are doing research and developing therapeutic techniques, creating diagnostic techniques, or conducting general testing. Investment in Washington-based biotechnology and biomedicine companies totaled \$615 million in 1999.

The UW's proposed program will be the only one available in Washington State. The nearest bioengineering undergraduate programs are located in California.

PROGRAM DESCRIPTION

Faculty are introducing 13 new courses for this new major. The program of study spans 180 credits, including 17 credits in Engineering Fundamentals, 36 credits in the Bioengineering Core, 12 credits in Bioengineering Senior Electives, and a capstone design or research project. At full enrollment, the program will serve 140 FTE students. Students will take classes taught by 22 full-time faculty in the traditional lecture classroom mode and over the Internet.

As outlined in the proposal, the BS in Bioengineering program objectives include:

1. Providing students with a solid foundation in mathematics, physics, chemistry, computer programming, engineering, and biology;
2. Training students to address and solve biological problems quantitatively;
3. Training students to apply engineering synthesis and analysis to solve biological problems;
4. Training students to glean design principles from nature to solve medical problems and innovative biomedical devices and materials; and
5. Training students to communicate problems and their solutions effectively to physicians, biologists, and other engineers.

ASSESSMENT AND DIVERSITY

Evaluation of students' performance will be an ongoing process throughout the program. Faculty will assess students' progress via: 1) written and oral examinations and reports; 2) presentations conducted during laboratory sessions; 3) the capstone research/design course; and 4) course/student portfolios.

Program assessment methodologies will include: 1) student feedback on courses and their contributions to the program; 2) survey of graduates, employers, and graduate schools of program graduates; and 3) ongoing evaluations of the program of study and objectives by an advisory board established specifically for the BS in Bioengineering.

Program faculty and staff report that they have a plan that encourages diverse students to enroll in the BS in Bioengineering from the high school and early college levels. Several campus organizations and advising programs will enhance student retention and program completion.

REVIEW PARTICIPANTS

The program was reviewed internally at the UW and other public baccalaureate institutions, and externally by Dr. Lawrence P. Schramm, Professor of Biomedical Engineering at John Hopkins University, and Dr. Thomas R. Harris, Professor and Chair of Biomedical Engineering at Vanderbilt University. Dr. Schramm and Dr. Harris expressed strong support for the program. Dr. Schramm said, *"Bioengineering is an exploding area in both academia and industry, and current programs are hard pressed to accommodate all of the excellent students who would like to enter the field."* Dr. Harris said, *"Only a few institutions can develop high quality programs in bioengineering because the setting must be correct – strong engineering physically and intellectually close to excellent life science and medical facilities. UW clearly meets these criteria . . ."*

PROGRAM COSTS

The BS in Bioengineering will be supported through internal reallocations. In Year 1, the cost per FTE student will be about \$12,300 for 37 students. In Year 6, when 140 students are enrolled in the program, the cost per FTE student will be about \$15,300.

STAFF ANALYSIS

The UW will offer a unique and challenging program for undergraduate students. The program will be the first of its kind in Washington State and will be very attractive to local and national biotechnology industries. The BS in Bioengineering will train students who can move directly into the job market or into graduate studies.

RECOMMENDATION

The University of Washington proposal to establish a Bachelor of Science in Bioengineering, beginning in autumn 2001, is recommended for approval, effective April 2001.

RESOLUTION NO. 01-13

WHEREAS, The University of Washington is seeking approval to establish a Bachelor of Science in Bioengineering; and

WHEREAS, The program will be the only such program in Washington State; and

WHEREAS, The program will be highly attractive to students and employers alike; and

WHEREAS, The external reviews attested to the need and quality of the program; and

WHEREAS, The program will train students for either the job market or graduate studies; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Bachelor of Science in Bioengineering, beginning in autumn 2001, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

MASTER OF ARTS IN HISPANIC STUDIES UNIVERSITY OF WASHINGTON

April 2001

EXECUTIVE SUMMARY

INTRODUCTION

The University of Washington proposes to offer a Master of Arts in Hispanic Studies. The program would provide advanced training in Spanish language, literature, and culture to create a foundation for careers in education, government, social services, and business.

PROGRAM NEED

This proposal represents a re-framing of the University of Washington's graduate (PhD and MA) programs in Spanish. The need for this program is based on several factors:

- The U.S. Latino population is the largest minority group in the nation;
- Spanish has become a de facto second language for the country;
- The globalization of national trade agreements has increased the need to integrate Spanish language and cultural understanding into business practices; and
- A significant need exists in the Puget Sound area and the state for high school and college Spanish teachers, all of whom need an MA in Spanish for placement or promotion.

PROGRAM DESCRIPTION

The MA in Hispanic Studies will provide students with the opportunity for advanced general study in the field of Spanish and Latin American languages, literatures and cultures, including first-hand knowledge of fundamental texts in the field. The program requires completion of 60 credits, including either 10 credits of thesis or 5 credits of essay. Students will take at least five credits in each of five areas: Hispanic Literature, Spanish Literature and Culture, Latin American Literature, and Cultural Studies. They also will be required to write a series of mastery exams. It is expected that students will complete the program in six quarters or less.

ASSESSMENT AND DIVERSITY

The proposal includes an assessment plan based on student perceptions of the program and on their professional outcomes. Appropriate assessment measures will be used to evaluate program effectiveness and student learning outcomes. The nature of the program as well as its faculty should assure the recruitment of a diverse student body.

REVIEW PARTICIPANTS

Professors from several humanities departments at the University of Washington reviewed the program. External reviewers included Debra A. Castillo, Director and Professor of Latin American Studies at Cornell University, and Luis F. Cifuentes, Director of Graduate Studies and Professor of Romance Languages and Literatures at Harvard University. Both external reviewers considered the proposal strong and foresighted, particularly on its plan to develop new lines of cultural study. Dr. Castillo stated, "The program will ensure that the students . . . will have a strong basic background in all areas of Hispanic culture as well as the opportunity to specialize." Dr. Cifuentes called the project "quite solid and interesting, and definitely worthy of such an eminent institution as the University of Washington." Washington State University and Central Washington University also shared favorable comments about the program.

PROGRAM COSTS

The MA in Hispanic Studies would be supported through internal reallocation of funds. At full enrollment, the cost per FTE student would range from \$5,631 to \$8,447. It is expected that the program would serve 75 students (12-18 FTE) at full enrollment by year 2.

STAFF ANALYSIS

This proposal would fill an important need in Washington State for individuals with advanced backgrounds in Spanish language and culture. The curriculum will provide a course of study that is comprehensive and innovative.

RECOMMENDATION

The University of Washington proposal to establish a Master of Arts in Hispanic Studies, beginning fall 2001, is recommended for approval, effective April 2001.

RESOLUTION NO. 01-14

WHEREAS, The University of Washington proposes to offer a Master of Arts in Hispanic Studies; and

WHEREAS, The program will offer students advanced training in Hispanic language, literature and culture; and

WHEREAS, The proposal documents the need for such a program; and

WHEREAS, The program of study is sound and reflects professional standards in its field; and

WHEREAS, The assessment and diversity plans are appropriate for a program of this nature, and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington request to offer a Master of Arts in Hispanic Studies, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

MASTER OF ARTS IN POLICY STUDIES UNIVERSITY OF WASHINGTON BOTHELL

April 2001

EXECUTIVE SUMMARY

The University of Washington Bothell (UWB) proposes to offer a Master of Arts in Policy Studies (MAPS). The program builds on the Interdisciplinary Arts & Sciences undergraduate core already established at the Bothell site.

PROGRAM NEED

UWB's *1998 Regional Needs Assessment* identified a need to prepare individuals for professional careers as leaders, analysts and policymakers in non-profit, public, and private organizations. These positions require conceptual and methodological background in policy studies. They also require individuals who can:

- understand how organizations function in differing contexts;
- define and help solve problems between organizations and their broader local and global contexts;
- identify strategies and successful adaptations to change;
- develop and apply research designs and technology skills in analyzing policy and organizational processes;
- work in teams within and across organizational boundaries; and
- provide leadership through an understanding of differing philosophies and cultures and their impact on organizations and policy alternatives.

PROGRAM DESCRIPTION

The focus of the UWB MA in Policy Studies is the management and direction of organizations. This 60 credit, interdisciplinary program is designed to be completed in two years. The program integrates classroom seminars, field research, service learning, internships, workshops, and applied projects in a collaborative, team-building learning environment. Students take a 45 credit core curriculum plus 15 credits of elective courses. The core experience culminates with a capstone writing project grounded in an intensive internship or field research.

ASSESSMENT AND DIVERSITY

The MAPS program will be assessed through an advisory committee that includes MAPS faculty, students, alumni, and community partners. Advisory board members and regional leaders will evaluate the capstone projects produced by students. MAPS also will be subject to regular review by the University of Washington Graduate School. In addition, MAPS will conduct longitudinal alumni surveys to assess the program's impact on careers and regional organizations.

MAPS planners expect to respond to the needs of nontraditional students, and expect that the demographic draw of the UWB campus will ensure a representative mix of students. Recruitment literature will put special emphasis on venues and channels of communication that reach the traditionally underserved. The MAPS curriculum will emphasize the impacts of difference and inequality of class, race, cultural identity, gender and ethnicity.

REVIEW PARTICIPANTS

The program was reviewed by Clarence N. Stone, Professor in the Department of Government and Politics at the University of Maryland, and Robert K. Whelan, Professor and Interim Dean at the College of Urban and Public Affairs at the University of New Orleans. Both emphasized the innovative nature of the curriculum and its well-defined goals and pedagogy.

Eastern Washington University, Central Washington University, and Washington State University faculty and administrators also reviewed the proposal. They acknowledged how well the interdisciplinary character of the faculty and coursework fit with the contemporary approach taken to policy studies. In addition, these reviewers found the program complementary to similar masters degree programs available in the state.

PROGRAM COSTS

The MA in Policy Studies will be supported through a combination of internal reallocation and new state funds. Annual program costs at full enrollment, expected by year three, are about \$10,560 per student FTE.

STAFF ANALYSIS

The proposed program complements the available resources and interdisciplinary approach at UW Bothell. It should attract a wide variety of students and support a wide variety of private and public sector employer needs in the Puget Sound region.

RECOMMENDATION

The University of Washington Bothell proposal to establish a Master of Arts in Policy Studies beginning fall 2001, is recommended for approval, effective April 2001.

RESOLUTION NO. 01-15

WHEREAS, The University of Washington Bothell has requested approval to establish a Master of Arts in Policy Studies; and

WHEREAS, UW Bothell has demonstrated a need to prepare students for professional careers as leaders, analysts and policy leaders within non-profit, public, and private organizations; and

WHEREAS, The program integrates classroom seminars, field research, service learning, internships, workshops, and applied projects in a collaborative, team-building learning environment; and

WHEREAS, The program will respond to the needs of nontraditional students and serve a representative mix of students; and

WHEREAS, The assessment and diversity plans are appropriate for a program of this nature; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington Bothell proposal to offer a Master of Arts in Policy Studies program, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

BACHELOR OF ARTS IN URBAN STUDIES UNIVERSITY OF WASHINGTON TACOMA

April 2001

EXECUTIVE SUMMARY

INTRODUCTION

The University of Washington Tacoma proposes to offer a Bachelor of Arts in Urban Studies. The program, like others at this branch campus, will be interdisciplinary in nature. Currently, no college or university in Washington State offers either a B.A. or B.S. in Urban Studies.

PROGRAM NEED

According to a recent survey conducted by UW Tacoma, about 200 community college students in the South Puget Sound area are interested in pursuing a bachelor's degree in urban studies. The program will respond to regional needs in the following ways:

1. Providing skilled workers for South Puget Sound governments, non-profit agencies, and private sector firms;
2. Serving as a resource for local communities;
3. Helping to manage the significant growth in Tacoma and Pierce County; and
4. Graduating leaders who can help shape and direct economic development and growth in the South Puget Sound region.

PROGRAM DESCRIPTION

The urban studies program of study is designed to provide students with a broad understanding of the problems and prospects of metropolitan areas and to equip them with the knowledge and skills necessary to serve community needs. It requires completion of 90 credits: 55 credits in urban studies courses, and 35 credits in general electives. Core courses cover social issues, quantitative methods, internships and community service. Acceptable electives include courses in urban studies, geographic information systems, and courses outside the major that draw upon UW Tacoma's other program strengths. Coursework will be supplemented by interaction via Internet and the World Wide Web.

It is anticipated that full-time students will complete the program in two years. At full enrollment, the program is expected to serve 70 FTE students.

ASSESSMENT AND DIVERSITY

Diversity and assessment are thoroughly addressed in the proposal. Program leaders are committed to recruiting a diverse population of students and faculty and have formulated plans to promote diversity through both formal and informal professional networks, such as the Task Force on Human Diversity.

The proposal includes a detailed outcomes and assessment plan based on careful attention to the program outcomes and student learning objectives. External reviewer, Dr. Kleniewski, notes, "The academic quality of the program is assured by the assessment mechanisms built into it . . ." The curriculum is organized around several appropriate learning outcomes including interdisciplinary thinking, effective oral and written communication, and understanding of diversity."

REVIEW PARTICIPANTS

The proposal was reviewed by two external reviewers: Dr. Nancy Kleniewski, Dean of Fine Arts, Humanities and Social Sciences at the University of Massachusetts/Lowell, and Dr. Ronald R. Schultz, Chair and Professor of Urban and Regional Planning at Florida Atlantic University. Dr. Kleniewski stated, "This proposal describes an exciting curricular innovation for the Tacoma campus. It is academically sound and, I believe, has great potential for adding to the resources of the region." Dr. Schultz adds, "It is very appropriate for UW Tacoma to develop a program of study that explores our current knowledge about urban life and issues, problems and benefits associated with our urban culture." In addition, Central and Eastern Washington universities shared their support for the program.

PROGRAM COSTS

The Bachelor of Arts in Urban Studies will be supported with new state funds. Annual program costs at full enrollment are about \$5,209 per student FTE. Full enrollment of 70 FTE is anticipated by year four.

STAFF ANALYSIS

The proposed program will be the only one of its kind in Washington and has the potential to make significant contributions to its community and the state. The faculty and program of study will offer students an excellent preparation program for a variety of careers. Both the assessment and diversity plans will serve the program well. Finally, the program costs are reasonable.

RECOMMENDATION

The University of Washington Tacoma proposal to establish a Bachelor of Arts in Urban Studies, beginning fall 2001, is recommended for approval, effective April 2001.

RESOLUTION NO. 01-16

WHEREAS, The University of Washington Tacoma proposes to offer a Bachelor of Arts in Urban Studies beginning fall 2001; and

WHEREAS, The South Puget Sound area is experiencing significant growth in its urban areas; and

WHEREAS, Graduates of an urban studies program are needed to help shape and direct economic development and growth in the South Puget Sound region; and

WHEREAS, The curriculum is designed to provide students with a broad understanding of the problems and prospects of metropolitan areas; and

WHEREAS, The program is committed to recruiting a diverse population of students and faculty; and

WHEREAS, The program has a detailed assessment plan based on careful attention to the program outcomes and student learning objectives; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington Tacoma request to offer a Bachelor of Arts in Urban Studies, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

University of Washington at Bellevue

April 2001

EXECUTIVE SUMMARY

INTRODUCTION

The University of Washington is proposing to offer its Executive Master of Business Administration EMBA to Bellevue as a self-sustaining program, beginning in winter 2001. This EMBA will include a new track, which emphasizes technology management.

PROGRAM NEED

Strong student interest and high occupational demand exists for this program. To date, more than 900 people have inquired about the program and over 100 have applied for the current 50 openings. The importance of high technology industries to Washington State, and particularly to the Puget Sound area, is well-known. Job growth is expected to soar and new companies are expected to grow at a swift pace. One of the most critical needs of this market is management talent. The proposed program is specifically designed to prepare technology workers for managerial positions.

PROGRAM DESCRIPTION

The program will be offered over six consecutive academic quarters. It will be one of the first degree programs to use both evening off-campus and Saturday on-campus facilities. Three-hour sessions will be held once a week on Monday evenings in Bellevue, and eight-hour sessions will be held five Saturdays each quarter on campus. The program of study incorporates knowledge of basic functional areas, accounting, finance, marketing, operations, and human resource management, and an understanding of the social, political, and ethical environment of business.

The program will establish an advisory board to guide the evolution of the curriculum. The curriculum is expected to change annually to keep pace with changes in the high technology industries.

Four FTE faculty members, joined by guest lecturers, will teach courses. Classes will be delivered in the traditional on-site lecture format while making extensive use of technology. Finally, like the university's other EMBA programs, the proposed EMBA will supply students with books, other program materials, and meals.

ASSESSMENT AND DIVERSITY

The proposal reports that the ultimate assessment of both student and program success will be the advancement of graduates into high-tech management positions and continuing demand for the program. Student knowledge and skills will be assessed through grades, individual and group projects, and surveys of alumni and employers. Assessment will also be supported by input from an advisory board of representatives from high-technology companies in the region.

Like other programs at the UW, the proposed EMBA is committed to recruiting a diverse class of students. The program will focus on marketing to underrepresented minority technology professionals in the Puget Sound region. Asians students are expected to be well-represented in the program's applicant pool. Additional recruitment efforts will be extended to African Americans, Hispanics, and Native American minorities.

REVIEW PARTICIPANTS

The UW School of Business Administration's Masters Program Committee and Faculty Council, and the other public baccalaureate institutions reviewed the proposal. Both Eastern Washington University and Western Washington University shared their support.

PROGRAM COSTS

The UW granted the School of Business \$220,000 to fund the start-up of the proposed EMBA. At full enrollment of 38 students, tuition revenues will support the program. The cost per FTE student will be about \$15,000.

STAFF ANALYSIS

This program would address management education for technology professionals, a critical need in Washington State, and would be supported by sufficient resources to ensure quality teaching and learning. The program represents an innovative use of UW campus facilities on Saturdays and the costs are reasonable.

RECOMMENDATION

The University of Washington proposal to offer its Executive Master of Business Administration to Bellevue, beginning in winter 2001, is recommended for approval, effective April 2001.

RESOLUTION NO. 01-17

WHEREAS, The University of Washington has proposed to establish an Executive Master of Business Administration at Bellevue; and

WHEREAS, The program will address the critical need for managers in high technology companies; and

WHEREAS, The program is extremely popular among students; and

WHEREAS, The program will be supported by a strong curriculum, assessment and diversity plans, and resources; and

WHEREAS, The program will be funded on a self-sustaining basis over time;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to offer an Executive Master of Business Administration in Bellevue, beginning in winter 2001, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

MINIMUM ADMISSIONS STANDARDS: HECB Admissions Policy for Alternative Admissions

April 2001

INTRODUCTION

The Higher Education Coordinating Board (HECB) is required by law to establish minimum requirements for admission to Washington's public baccalaureate institutions (RCW 28B.80.350). The HECB adopted the current admissions policy in 1987; this policy was fully implemented for students entering fall term 1992. The policy describes minimum high school core requirements in terms of years of study. Minimum admission criteria currently include grade point average, pre-college test scores (SAT/ACT), and a distribution of college preparatory high school core-course requirements.

Up to 15 percent of freshmen and up to 10 percent of graduate and professional students at each of the six public baccalaureate institutions may be admitted using an alternative standard. In 1994, the HECB established separate alternative standards for freshmen applicants who are 25 years of age or older and meet standards appropriate for their age and personal experiences. Similar provisions exist for regular admission of first-time graduate students seeking initial entry with significant professional experience. Those provisions were adopted in March 1998.

A STATE PERSPECTIVE ON STUDENT PREPARATION

Extensive HECB research has shown that students who study a challenging, college-preparatory high school curriculum are:

- Better prepared for and transition to college more easily;¹
- Less likely to require remedial coursework;² and
- More likely to continue their studies and attain a degree.³

The HECB adopted minimum admissions standards in 1988 that were intended to estimate an applicant's "probability of success." Since predictions of future success must be grounded on past achievements, a challenging college-preparatory high school curriculum and the high school grade point average are the primary indicators of success in college. A standardized test score provides an indicator of potential success. The first two are better predictors than the third, but the three together (with the final two combined in an index) produce the best probability of success.⁴ The admissions index is a good predictor of first year college students' grade point

¹ *Higher Education Coordinating Board Briefing on Freshman Admissions Policy*, 1994

² Ibid.

³ Ibid.

⁴ Ibid.

averages but is not a good predictor of the likelihood of students continuing their studies beyond the first year.⁵

CURRENT STATUS OF ALTERNATIVE ADMISSIONS

Undergraduate students who are currently admitted under the 15 percent alternative standards must satisfy the following requirements:

1. Submit a score on the SAT or ACT;
2. Submit a transcript showing achievement of a 2.00 high school grade point average or a passing score on the General Educational Development (GED) Certificate test;
3. Complete high school course requirements as prescribed, with no more than three subject years waived; and
4. Present evidence of success outside the classroom and strong motivation to succeed in college.

Washington public baccalaureate institutions generally have far more qualified students who meet the minimum admissions standards than they can accommodate, making alternative admissions quite competitive. As a result, institutions generally do not make full use of the 15 percent alternative admissions pool.

RECOMMENDED ALTERNATIVE TO SAT/ACT REQUIREMENT

Alternative criteria are intended to assist students who may demonstrate an ability to succeed despite falling below current minimum standards. However, even the current alternative criteria may limit access to a public baccalaureate institution for some promising students. To address the needs of those students, the Board has requested the development of alternative admissions criteria that do not require a standardized test score.

The Planning and Policy Committee recommends the following modification to the alternative admissions standard:

- **Submit a score on the SAT or ACT unless a waiver has been granted by the receiving baccalaureate institution.**

⁵ Ibid.

This modification does the following:

1. Provides considerable institutional flexibility;
2. Recognizes the existence of a competitive alternative admissions pool with more qualified applicants than can be accommodated; and
3. Avoids widespread instances of students dismissing submitting standardized tests.

To assess the impact of this modified standard, the Board asks institutions to submit a report summarizing:

1. The number of students admitted under alternative admissions standards (total and percentage), and
2. The number of students admitted under alternative admissions standards without the SAT or ACT (total and percent).

The report is due to the Board at the conclusion of each spring term.

RESOLUTION NO. 01-18

WHEREAS, The Higher Education Coordinating Board is required by law to establish *minimum* requirements for admission to Washington's public baccalaureate institutions (RCW 28B.80.350); and

WHEREAS, The current minimum admissions standards require all students who are enrolling directly from high school to submit an SAT or ACT pre-college test as part of the admissions process; and

WHEREAS, Up to 15 percent of freshmen and up to 10 percent of graduate and professional students at each of the six public baccalaureate institutions may be admitted using an alternative standard; and

WHEREAS, Public baccalaureate institutions have far more qualified students who meet the minimum admissions standards than they can accommodate, making alternative admissions quite competitive; and

WHEREAS, The Higher Education Coordinating Board is concerned that the current alternative criteria may limit access to a public baccalaureate institution for some promising students;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board amends the current alternative admissions standards to permit public baccalaureate institutions to waive the SAT or ACT examinations on a case-by-case basis.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

POSTSECONDARY OPPORTUNITY AND ACHIEVEMENT AMONG WASHINGTON'S STUDENTS

April 2001

BACKGROUND

RCW 28B.80.350(11) directs the Higher Education Coordinating Board (HECB) to "make recommendations to increase minority participation, and monitor and report on the progress of minority participation in higher education."

In January 1991, the Higher Education Coordinating Board adopted goals for student enrollment, retention, and completion, faculty and staff employment, and institutional climate; and it resolved to "annually monitor and report progress made towards these goals" (Resolution 91-5).

In March 1996, the Board revised the agency's policy on minority participation and diversity. The five goals adopted in 1991 were continued and twenty sub-goals were added.

In December 1999, the Board adopted Resolution 99-46. This resolution adopted the 1999 report "Diversity and Participation of People of Color in Higher Education" and directed the staff to update the 1999 study. In addition, Resolution 99-46 directed the staff to "*conduct a comprehensive review of statewide goals for the participation of people of color.*"

In the spring of 2000, the HECB staff convened two advisory groups to review the agency's existing reporting framework. Drawing upon participant suggestions and subsequent Board discussions, HECB staff proposes a new framework, described below, for monitoring diversity in higher education.

PROPOSED CHANGES

- To understand postsecondary opportunity and achievement, the report should focus on the *entire span of students' careers* -- from pre-college preparation to postsecondary participation and on to degree/certificate completion.

Participants in our review groups consistently recommended that the HECB expand its focus to include the "pipeline" of student progress and preparation at the K-12 level. Like them, we believe that broadening access to postsecondary education and training hinges upon successful preparation. Hence, we propose to expand reporting to include readiness.

- The new report should ***address three goals -- readiness, participation, and achievement --*** and small set of indicators linked to each goal.

The HECB's previous reporting framework included some policy targets that were outside its purview, such as college and university curriculum, and institutional staff and faculty hiring decisions. HECB staff propose that future reports focus on a small number of state-level policy goals.

- The 1991-1999 reports focused only on enrollments at public four- and two-year institutions. The new report should focus, insofar as possible, on ***all postsecondary learning opportunities, whether public or private, degree-conferring or not.***

The HECB is concerned with expanding postsecondary learning opportunities, wherever they occur. Hence, the report should build a picture of opportunity and achievement among Washington students at all types of postsecondary institutions. In reporting on participation and achievement, the HECB should expand its focus to include independent institutions of education and training.

- All indicators of preparation, participation, and achievement should be reported for ***all students.***

"Minority" and "socially disadvantaged" are not synonyms. Some students of color fare quite well in preparing for, participating in, and completing postsecondary education. Many white students fare poorly in some or all of these areas. Federal programs that aim to promote readiness and participation in higher education, such as TRIO and GEAR-UP, reflect this fact. HECB data collection and reporting should reflect this fact as well.

- This report should be issued by the HECB ***every other year.***

The HECB should produce a biennial report, rather than an annual report. The primary window of opportunity for policy recommendations is the biennial budget, adopted in odd-numbered years, and the HECB should link its report to this.

ACTION STEPS

Staff proposes the consideration of Resolution 01-21. This resolution adopts the new reporting goals and calendar outlined in this document, and it adopts the report on *Diversity and Participation of People of Color in Higher Education: 2001 Update* which uses the 1996 Board approved goals.

Postsecondary Opportunity and Achievement in Washington GOALS AND INDICATORS

Goal One: Readiness	Indicators of Readiness	Measurement by Race/Ethnicity	Data Source
All who complete secondary schooling should be well-prepared to begin -- and succeed in -- postsecondary education or training	4 th , 7 th , and 10 th grade WASL scores	% with passing WASL scores in reading and math	OSPI
	student progress	a) annual dropout % b) on-time graduation	OSPI Graduate/Dropout Analysis
	advance placement testing/performance	a) ratio 11+12 th grade AP candidates/hs juniors/seniors b) % exams scored 3 or >	AP Candidates/Scores: College Board HS Juniors/Seniors: OSPI
	college entry test-taking	ratio SAT+ACT test-takers/seniors	Seniors: OSPI Test-Takers: College Board, ACT
	collegiate remedial coursework	% of year WA public HS grads enrolled following year in remedial English, math, English+math (2 & 4 year)	Graduate Follow-Up Study
Goal Two: Participation	Indicators of Readiness	Measurement by Race/Ethnicity	Data Source
All who complete secondary schooling should continue education and training fitted to their preparation, aspirations, and needs	secondary continuation rates	% of WA public HS grads who begin postsecondary education/training in following year	Graduate Follow-Up Study
	participation rates in public institutions	# undergraduate students seeking degree or certificate, CTCs and PBIs/population 17+	Enrollments: IPEDS, SBCTC Population: Dept. of Health
Goal Three: Achievement	Indicators of Achievement	Measurement by Race/Ethnicity	Data Source
All students who begin postsecondary education and training should achieve their educational goals -- whether basic skills, a certificate or degree	persistence	a) retention: % first-time freshmen and CTC transfers enrolled following fall b) substantial progress: # of degree-seeking students enrollment 4 or > quarters/# starting 2 years earlier with degree completion goal	Graduate Follow-Up Study SBCTC
	completion	a) % fall 2000 first-time freshmen completed by summer 2006 b) % fall 2000 first-time, full-time students completed by summer 2003	Public Baccalaureate Institutions SBCTC
	transfer	a) % initial intention to transfer within 2 years b) % 30+ credits and transfer intent at exit who transfer	SBCTC SBCTC
	precollege/basic skills gains	% of ABE/ESL students making skill gains	SBCTC
	degrees and certificates conferred	# of degrees and certificates	IPEDS, WTECB

RESOLUTION NO. 01-21

WHEREAS, RCW 28B.80.350 (11) requires the Higher Education Coordinating Board to monitor and report on minority participation in higher education, and to make recommendations to increase minority participation rates; and

WHEREAS, The Higher Education Coordinating Board, in collaboration with the public baccalaureate institutions and the State Board for Community and Technical Colleges, has conducted a comprehensive review of the statewide goals for the participation of people of color;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts three new goals and a new reporting timetable on opportunity and achievement among Washington students, included in *Postsecondary Opportunity and Achievement Among Washington's Students*.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

HECB LEGISLATIVE PRIORITIES: 2001 Session Progress Report

April 10, 2001 – Reflecting Senate Budgets

Issue	HECB Priority	Legislative Progress
Enrollment	6,594 FTEs, including 500 high-demand enrollment slots for competitive grants	<p>Senate operating budget includes 3,409 FTE, including 250 enrollments to be distributed by HECB for high-demand programs at 2- and 4-year institutions.</p> <p>Governor's proposed budget included 5,248 new student FTEs, including 1,500 high-demand enrollments.</p>
Tuition	State would limit basic tuition increases to change in per capita personal income (4.9%, 3.9%)	<p>Senate budget caps resident undergraduate tuition increases at 6.7% and 6.1% each year at UW and WSU; 5.2% and 4.6% at regionals; and 3.7% and 3.1% at CTCs. Tuition at TESC and non-resident, graduate and professional tuition would be set by local boards.</p> <p>Governor proposed to cap resident undergraduate tuition increases at 10% per year and 40% over six years at all public institutions. Non-resident, graduate and professional tuition would be set locally.</p> <p>House Higher Education proposal would limit tuition increases for all categories of students to PCPI (4.9% and 3.9% at time of HECB recommendation) <u>plus</u> optional 2% annual surcharges set by institutions.</p>
Faculty salaries	10% for biennium for two-year and four-year faculty	<p>Senate budget provides annual base increases to state-funded employees of 3.7% and 3.1%.</p> <p>Governor proposed base increases of 2.2% and 2.5% for baccalaureate faculty and I-732 mandated raises of 3.7% and 2.6% for community and technical college faculty.</p>

Issue	HECB Priority	Legislative Progress
Recruitment and retention and CTC part-time faculty	\$25.7 million for all institutions. Also, \$20 million for CTC part-time faculty and \$9.5 million for labor market adjustments at baccalaureates	<p>Senate budget includes \$4 million for recruitment/retention funding at baccalaureates and \$3 million at CTCs. Also, \$7.5 million for CTC part-time faculty.</p> <p>Governor's budget included \$10 million for baccalaureate institutions. In addition, \$5 million for community and technical college part-time faculty compensation.</p>
Washington Promise Scholarship	Full funding of two-year scholarships. Also, support legislation to place program in statute to serve top 15% of high school graduates and SAT qualifiers	<p>Senate budget includes funding for second-year grants to top 15% of 2000 graduates. For 2001 and 2002 graduates, scholarships available to top 10% plus students who achieve SAT scores of at least 1,200 in their first attempt.</p> <p>Governor's proposed budget includes maintenance and enhancement funding. Governor's legislation would enact the scholarship in statute, to serve top 15% of high school graduates and SAT qualifiers.</p> <p>Governor's proposed legislation has not been adopted by either legislative chamber.</p>
State Need Grant	\$35.4 million State Need Grant enhancement new enrollments, to serve students at 75% MFI, and close gap between grant amounts and tuition	<p>Senate budget includes \$17.4 million to fund additional enrollments for students up to 65% of median family income. Tuition increases would be covered by state funds.</p> <p>Governor's proposed budget included \$9 million to fund additional enrollments for students up to 65% MFI. Institutions would set aside local SNG funds related to tuition surcharges.</p>
State Work Study	\$8 million enhancement to add 2,000 students to current total of 9,500 and increase state earnings award by \$150 per year	<p>Senate budget includes \$3.2 million to increase state-paid earning allowance and serve 850 additional students. Earnings award would increase by \$64, to \$1,739.</p> <p>Enhancement not included in Governor's budget.</p>

Issue	HECB Priority	Legislative Progress
Capital budget and related initiatives	-- \$529 million bonds -- \$174 million from Education Construction Fund -- \$230 million other funds	Senate capital budget: -- \$437 million GO bonds -- \$91 million Education Construction Fund -- \$260 million other funds Governor's proposed capital budget: -- \$434 million GO bonds -- \$86 million Education Construction Fund -- \$246 million other funds
Accountability	HECB recommendation approved in October	Senate budget does not address accountability planning. Governor included accountability plan in budget.
Institutional eligibility for financial aid	HECB supports amending statute to make students at additional institutions eligible for financial aid	Senate has passed SB 5166 to enable students at approximately seven institutions to become eligible for state financial aid. House Appropriations Committee has not endorsed either SB 5166 or its companion House bill, HB 2002 .
College Awareness Project	HECB is partner in institutional outreach and diversity proposal, with SBCTC, COP and OSPI	Legislation was proposed to earmark approximately \$16 million to expand college outreach and diversity initiatives in K-12 schools. The proposal was not approved by legislative committees.
Guaranteed Education Tuition – College Savings Plan	Not addressed in formal legislative agenda	SB 6033 and HB 2126 , requested by GET Committee and state Treasurer, would authorize a college savings plan to supplement existing pre-paid tuition program. The House unanimously approved HB 2126, but the Senate has not approved the legislation.
Eastern Washington University doctorate of physical therapy	Not addressed in formal legislative agenda	The House and Senate have passed HB 1910 and SB 5921 , respectively, to grant EWU the authority to offer a doctorate of physical therapy program subject to HECB approval.